3: Leyburn Z-4, 5 (no date) 1966
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175 871 was put into the national budget to be used for schools, but it seems generally to have been used as a fund for presidential patronage. There were even "school teachers" who could not read, but were nevertheless paid a regular monthly stipend. The principal of the Lycée at Gonaïves could neither read nor write, the music teacher there knew not a note of music, and the medical director could not name the simplest drugs.[18] Dantès Bellegarde, one of Haiti's notable intellectuals, as a minister under Nord Alexis (1902–8) made definite proposals which, had they been carried out, would have gone far toward effecting a radical reform. Minister again under Oreste (1913–14), he succeeded in building up an educational fund, but before he could spend it properly Oreste was deposed and the money used by his successor, Zamor, for military purposes.[19]

175 • 87 By 1915, before the Occupation began, the country had about 730 public schools. Of these, 6 gave advanced courses in medicine, law, applied science, and commerce; 10 offered a secondary classical education; 8 were special secondary boys' schools; and 15 were special secondary girls' schools. The teachers all got their training in Haiti, and the curricula and methods were almost entirely French.[20] Bellegarde had divided the country into 14 school districts, and by 1919 the official figures showed the following enrollment:[21]

[162]

387 elementary rural schools	with	21,960 pupils
206 elementary urban schools		13,881
105 presbyterial schools		4,836
49 mixed private schools		825
29 Catholic girls' schools		5,141
8 Catholic boys' schools		2,576
10 mixed popular schools		1,009
2 girls' professional schools		133
1 manual training school		555
60 national high schools		2,012
Private elementary schools		5,481
Private high schools		2,904
Total		61,313 pupils

18. See Davis, *op. cit.*, p. 276.
19. Dantès Bellegarde, *Pour une Haïti heureuse* (Port-au-Prince, 1929), pp. 100 ff.
20. Dantès Bellegarde, *Un Haïtien parle*, p. 31.
21. *Livre bleu d'Haïti*, 1919–20 (Port-au-Prince, 1920), pp. 21–22.

3: Leyburn Z-4, 5 (no date) 1966
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These figures seem moderately impressive by comparison with those of 1875; but a government report of 1931 states[22] that of the 361 rural schools visited by investigators, 89 had no seats for their pupils, and 157 had only from one to three benches; 122 had neither desks nor tables upon which the pupils might work; 341 had no maps. Of the total number of 977 benches found in all the rural schools, 303 were almost unusable, and of the 26 maps in existence, 13 were entirely beyond use. Of the 355 teachers examined, 257 could not read, and 278 could not add, subtract, multiply, or divide. The average monthly salary was 32.07 gourdes, or $6.21. Of the 17,679 pupils enrolled in rural schools, only 4,022 attended. In this same report President Vincent claims to have made a radical reform in all these matters. His rural teachers are trained, many of them at the government agricultural school at Damien; school equipment has been distributed; salaries have been raised to 65 gourdes, or $13.

The American Occupation showed itself keen to assist education, but unintentionally the measures taken by the whites ran afoul of politics to a serious degree. The excellent agricultural experiment school at Damien was filled with élite students who attended it, in the opinion of many, chiefly in order to receive the scholarships offered; moreover, the class question was raised and bitterly argued: Should peasant students live and study with the élite, and should the curriculum be the same for both? Finally, education was one of the few matters not specifically included in the treaty between Haiti and the United States as under American direction. The result was unhappy: the Occupation was accused of setting up a rival educational "system" to that of the government. Even Bellegarde, most of whose ideas the Americans were trying to carry out, found himself in opposition, chiefly as a result of methods and political implications involved.

If only the budget of the country could be increased, one feels that the rural educational problem might be dealt with, for more and more people are aware of what education might do for the country. Even so, there are still many élite who betray their fear that with education the masses will desert the land and cease to be subservient.

That the élite, who in fact control the country, should receive a training which would fit them for technical skills is a proposal often

22. "*L'Oeuvre d'éducation rurale du gouvernement du Président Vincent*" (Imprimerie de l'État, Port-au-Prince, 1936).